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ABSTRACT

This instrument was developed for use with parents of children participating in bilingual education programs. It seeks to determine parental attitudes toward education in general and toward using both Spanish and English to teach courses in public schools. Statements requiring parental agreement or disagreement appear in both Spanish and English. Techniques for administering the questionnaire are suggested along with possible uses of the information. (VM)

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EDUCATIONAL ATTITUDE SURVEY

Developed By:

Healdsburg Union Elementary School District

E.S.E.A. Title VII

Healdsburg, California

Produced and Disseminated By:

The National Consortia for Bilingual Education

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Fort Worth, Texas

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I. INTRODUCTION

This instrument was developed for use with parents of children participating in bilingual education programs. In order to efficiently and effectively use the instrument, the following suggestions for its administration have been developed by the NCBE. The techniques suggested for administering the questionnaire are discussed as exclusive techniques; however, in its administration, the user may want to consider integrating several of the suggestions. Ideas for application of the information gathered from the questionnaire are also provided for consideration.

The questionnaire immediately follows these suggestions for administration and use.

II. SUGGESTED TECHNIQUES FOR ADMINISTERING THE QUESTIONNAIRE

The following techniques are suggestions for administering the parent attitude questionnaire. It should be noted that the suggestions are presented in order of desirability: the first technique, personal interview, is the most desirable method. However, the choice of administration technique(s) is left to the requirements and discretion of the implementers of this instrument.

A. PERSONAL INTERVIEW TECHNIQUE - This technique is best utilized when interviewers are able to visit the homes of the parents being surveyed. This procedure allows the interviewers to select the parent sample and provides assurance that the data will be gathered from those parents selected. The personal interviews should be conducted by individuals who either are familiar to the interviewees or who can easily establish a rapport with the parents. Such persons as community aides, teacher aides, and students are often more effective in gathering reliable data than are professional school personnel due to the fact that often they can relate better to the parents. The interviewers should be given an

in-service session on such areas as: how to conduct an interview, familiarization with the instrument, expected response patterns, etc.

Advantages of the Personal Interview Technique:

(1) Provides the most reliable type of information if the interview is handled adequately;

(2) Provides a means for interviewers to pick up additional information from parents regarding the program;

(3) Provides a personal contact with parents, some of whom may never participate in school meetings or programs;

(4) Provides the parents with information regarding the program and also can clarify misconceptions stated by parents during the interview.

Disadvantages of the Personal Interview Technique:

(1) More expenses are incurred with this technique than with the other techniques to be mentioned;

(2) More time is spent in gathering the information in comparison to the other techniques.

B. <u>GROUP TECHNIQUE</u> - This procedure is conducted by asking parents to come to a meeting and administering the questionnaire to the group with each parent marking his

own response on his questionnaire. The purpose of the instrument can be explained and items on the instrument can provide discussion points once the questionnaire is completed.

Advantages of the Group Technique:

(1) Reliable information can be gathered if the parents are properly introduced to the instrument;

(2) Less time and money are involved on the basis of cost/time per interview than are involved using the personal interview technique;

(3) Contents of the instrument can be discussed after the questionnaire is completed.

Disadvantages of the Group Technique:

(1) Only those parents who are inclined to come to meetings will be interviewed, thereby biasing the information gathered.

C. TELEPHONE INTERVIEW TECHNIQUE - The use of this procedure in collecting data is successful with some types of parents - mainly those who are involved with the program and understand the purpose of gathering parent attitude information. The person who is conducting the interview over the telephone must be familiar to the interviewee in order to get a somewhat valid response.

Advantages of the Telephone Interview Technique:

(1) Provides a savings in terms of time and travel;

(2) Allows the interviewer to provide information to the parent if necessary;

(3) Allows the interviewer to gather additional information concerning the project.

Disadvantages of the Telephone Interview Technique:

(1) Provides an uncomfortable position for many parents who may not know the person interviewing them or who are hesitant about responding to the questions;

(2) Difficult to get reliable information;

(3) Can interview only those parents who have a telephone.

D. <u>MAIL-OUT TECHNIQUE</u> - This procedure is initiated by developing a letter of explanation regarding the instrument and mailing both the instrument and the directions to the parents.

Advantages of the Mail-Out Technique:

(1) Inexpensive;

(2) Requires little time on the part of project personnel;

(3) Reaches all parents in your project.

Disadvantages of the Mail-Out Technique:

(1) Probable very low return rate for the questionnaire;

(2) No way to determine the reliability of the information gathered;

(3) No direct communication involved between the project and the parents;

(4) Literacy problems incurred with some parents.

III. SUGGESTED USES OF THE INFORMATION

The following suggestions may give you a few ideas on how the information gathered from this instrument may be used.

- To determine how well your project personnel have communicated with the parents involved in the bilingual program;

- To provide information that has implications for modifying your instructional program;

- To provide information that has implications for modifying the parent involvement component of your program;

- To provide information on specific children in terms of their emotional adjustment to the program;

- To indicate specific parents who need to be further involved in the program.

EDUCATIONAL ATTITUDE SURVEY

We would like to know how you feel about education and about using both Spanish and English to teach courses in public schools. Some people have agreed and others have disagreed with the statements I am going to read to you. We would appreciate your opinions about these things.

Nos gustaría saber lo que usted piensa acerca de la educación y del uso de dos idiomas, inglés y español para la enseñanza en las escuelas públicas. Ciertas personas están de acuerdo y otras no están de acuerdo con esto. Le agradeceríamos mucho su opinión sobre este asunto.

Agree De Acuerdo	Disagree No De Acuerdo	Don't Know No Sé	
_____	_____	_____	1. "Some people feel that most teachers do not want to be bothered by parents coming to see them." How do you feel about this?
_____	_____	_____	1. Mucha gente piensa que, "a la mayoría de los maestros (profesores) no les gusta que los molesten los padres de familia que vienen a visitarlos a la escuela." ¿Qué opina usted de esto?
_____	_____	_____	2. "Elementary schools that teach in both English and Spanish are a good thing for our local area." What do you think about this?
_____	_____	_____	2. "El hecho de enseñar inglés y español en las escuelas de nuestra vecindad es una idea excelente." ¿Qué piensa Ud. de esto?
_____	_____	_____	3. "Most teachers probably like quiet children better than ones who are active and talk a lot." What is your opinion of this statement?
_____	_____	_____	3. "Es probable que a la mayoría de los profesores les gusten más los niños callados y no los que son activos y que hablan demasiado." ¿Cuál es su opinion acerca de esta afirmación?

Agree De Acuerdo	Disagree No De Acuerdo	Don't Know No Sé	
_____	_____	_____	4. "Teaching English to Spanish-speaking children is the school's job, not the parents' job." How do you feel about this?
_____	_____	_____	4. "El enseñar el idioma inglés a los niños de habla hispana (que hablan español) es trabajo de la escuela y no de los padres de familia." ¿Cuál es su reacción a esto?
_____	_____	_____	5. "When children do not work hard in school, their parents are to blame." What is your opinion of this statement?
_____	_____	_____	5. "Cuando los niños no hacen bien su trabajo en la escuela, es por culpa de los padres." ¿Cuál es su opinión acerca de esta afirmación?
_____	_____	_____	6. "Most teachers are good examples for my children to follow." What do you think about this?
_____	_____	_____	6. "La mayoría de los profesores (maestros) son el ejemplo que mis niños deben seguir." ¿Qué piensa Ud. de esto?
_____	_____	_____	7. "Spanish should be taught by the parents rather than by the teacher." Do you agree or disagree with this?
_____	_____	_____	7. "Los padres de familia y no los profesores en la escuela debían enseñar el español a los niños." ¿Está usted de acuerdo con esto?
_____	_____	_____	8. "Most kids who can do the work are able to get to college if they really want to." How do you feel about this?
_____	_____	_____	8. "La mayoría de muchachos que pueden hacer el trabajo escolar pueden ir a la universidad, si realmente lo desean." ¿Cuál es su reacción a esto?

Agree De Acuerdo	Disagree No De Acuerdo	Don't Know No Sé	
_____	_____	_____	9. "If classes are taught partly in Spanish, a child learns less English."
_____	_____	_____	9. "Si se enseñan las clases en parte en español, los niños aprenden menos inglés."
_____	_____	_____	10. "Once in a while it should be OK for parents to keep their children out of school for a day for family matters."
_____	_____	_____	10. "De vez en cuando es bueno para los padres de familia mantener a sus hijos fuera de la escuela por razones familiares."

The Following Question Is To Be Asked On Post Testing Only

11. Have you noticed any differences in __(child's name)__ since he started attending school this year? (For example: does he talk more now, did he grow, does he eat differently, is he more active, etc.?) What kinds of differences have you noticed?

11. ¿Ha notado usted alguna diferencia(s) en __(nombre del niño)__ desde que empezó a asistir a la escuela este año? Es decir, ¿habla más ahora? ¿ha crecido? ¿come más? ¿es más activo?